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ABSTRACT

Papers from a conference on student alumni programs and foundaticns are presented. Contents are as follows: "How Student Alumni Programs Can Serve Your Institution," by Larry Weiss; "How to Start a Student Alumni Organization," by William Harlan; "Getting the Right Students: How, When, and Where" (Harlan); "Building Your Budget From Scratch," by Larry Bone; "You Don't Need Big Money for Big Success," by Nancy Dysart; "Blcw Ycur Own Horn: How to Promote Your Crganizatien" (Bone); "Activities Speak Louder Than Words" (Dysart); "Keeping an Established Program Fresh" (Dysart); "Meaningful Programs Mean Success," by Ron Dangler; "A Guide to Creative Programming," by Joyce D. Henckler; "Fund-Raising Activities for Your Students" (Bone); "How Students Can Help the Recruitment Effort," by Amy Button; "How to Involve Faculty, Administrators, and Alumni" (Bone); "Student-Power in Your Alumni Activities" (Button); "Working With Students: Who's in Charge?" (Weiss); "Campus Cooperatien Helps Your Cause" (Bone); "Take a New Lock at Your Old Program" (Dangler); "Nurturing an Established Program" (Dysart); and "Keeping Students Involved After Graduation" (Dangler). (SW)

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Student Alumni Associations and Foundations

Edited by Patricia L. Alberger

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INTRODUCTION

Good advancement programs don't just happen. And good alumni don't just happen. Upon receipt of a college degree, an undergraduate doesn't magically become an alumnus eager to give his or her time and money to alma mater. The transformation of a graduate into a good alumnus requires hard work. That process should start right on the campus during the undergraduate years. Those years spent earning a degree are crucial in setting the stage for future alumni involvement and support.

Unfortunately, many undergraduates don't know the alumni association or foundation exists. Most don't know what it does. Most couldn't find the alumni or development offices if they had to! Yet these are the alumni-to-be to whom we will be appealing for service and support.

To help our members begin to involve undergraduates in the advancement program, CASE held a special conference on "Student Alumni Programs and Foundations" in September, 1979, in Des Moines, Iowa. At that conference, more than 90 persons learned how to begin a program or how to refine an existing program. They heard from professionals who oversee some of the finest student involvement programs in the country.

This booklet is an outgrowth of that special conference. After making their presentations at the conference, members of the faculty developed papers from those presentations and submitted them to CASE for inclusion in the booklet. We are grateful to the faculty members for the time and effort they put forth for both the conference and now the booklet which came from the conference. We are confident that you will find their experiences helpful as you plan your own program.

Richard Emerson
Vice President
CASE

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I. Developing a Student Alumni Association or Foundation

HOW STUDENT ALUMNI PROGRAMS CAN SERVE YOUR INSTITUTION

Larry Weiss
Director of Alumni Activities
Bowling Green State University

Involving students and serving the institution should be your primary reasons for creating a student alumni association or foundation. These goals should always be tied together.

The concept is a two-way street. Students become involved in the fund-raising and programming efforts of their institution. At the same time, they provide a valuable service.

With today's tightening budgets, each adviser of a student alumni program should make sure the organization serves the institution.

How can you accomplish this?

PERSONALITY PLUS

First, you must have programs that provide direct benefit to the university. The worth of your organization is much higher if you can demonstrate the many benefits it provides to your school.

Your student alumni association or foundation can serve more effectively if the group has its own distinctive personality and is not a rehash of other campus groups. Do not try to be "all things to all people," but try to become involved in a variety of programs. Find out what types of things need to be done on your campus.

At Bowling Green, our undergraduate alumni association tried a "finals week survival kit" project before the end of the winter quarter and made more than $3,000. The association asked parents to pay $5 for a "survival kit" (grocery bag with various items) to be delivered to their son or daughter on the Sunday before final exams. A personal note from the parents accompanied the bag.

The undergraduate alumni association used the money raised to run "admissions receptions" in conjunction with the Admissions Office. It's pretty difficult for anyone to find fault with a student fund-raising project that uses the money to recruit other students.

The idea of having receptions for prospective students and parents was tested in Columbus, Ohio, and was an overwhelming success. More than 300 people attended the two receptions, and all feedback was positive. Two Admissions Office staff members, a student, and an Alumni Office representative attended the receptions to answer the prospects' questions and to talk informally over refreshments.

The following school year, freshmen enrollment from the Columbus area was up significantly. The program is being expanded to eight other cities in Ohio. We're focusing on student recruitment because of the reduction in the college-age population predicted for the 1980s.

PROMISING PROJECTS

It's impossible to list ideas or projects that will be successful at every school. The goals and objectives of your student program should match those of your institution. If student recruitment is a concern, devote time and energy to student recruitment. If you need scholarship dollars or other funds, involve your students in phonathons and other fund-raising activities. Find out if there are "inside" concerns that your program can focus on. At Bowling Green, for example, the quality of academic advising was a hot issue. So our undergraduate alumni association conducted an all-campus survey of academic advising. There was a great response by the student body, and the final results went to the provost for his review.

Many schools use members of the student alumni group to conduct campus tours, and they are excellent representatives. They are also effective good will ambassadors at alumni club events. We've found that alumni enjoy visiting with current students at club events. Graduates enjoy the students' enthusiasm, refreshing attitude, and dedication. The students help alumni feel actively involved with the Alumni Office and with their institution. The students do a fantastic job of representing your interests.

Dollars do speak loudly, and they should. Don't feel, however, that fund raising is the only way you can serve your institution. Every student recruited, every campus project run, every bit of good PR produced for the school is valuable.

FUTURE REWARDS

We should not overlook the long-range assets of running successful student alumni programs. It's an ironic situation. On one hand we know that by involving students during the undergraduate experience we will gain many future rewards. And yet we seem to ignore students until they graduate. You should treat your current students as "alumni on campus." It's a sure way to magnify your future payoff.

The irony can best be seen in a report by Dr. Bernie Blakely, a sociologist at Ball State University. In his 1975 research on Purdue University alumni, Dr. Blakely noted that an active undergraduate experience paves the way for active alumni involvement. But in a recent study of alumni administration at state colleges and universities, he discovered less than 25 percent of the institutions surveyed have students actively involved in alumni programs. It seems many alumni professionals know the cure, but refuse to take the medicine.

At Bowling Green we've had a student alumni program since 1964. Our former members are now active as leaders of our alumni chapters and fund drives, or as career counselors, student recruiters, members of alumni committees, and so on.

Members of your student program will continue serving the institution long after their student careers are over. Involve students. Serve your university. The current and long-range benefits will be handsome.

HOW TO START A STUDENT ALUMNI ORGANIZATION

William Harlan
Assistant to the Vice President for Development and
Director, Student Foundation
Baylor University

It takes time and money to investigate the possibilities and realities of starting a student alumni program. First, you should understand the terms "expenditure" and "investment." When I put a new set of tires on my daughter's car, that's an expenditure. When I pay her tuition to college, it's an investment in her future. You'll make greater and faster progress with your president and financial vice president if you talk with them in terms of "investment" in your current students and the future of their institution.

DO YOUR HOMEWORK

Become familiar with the nomenclature of student alumni associations and foundations. What are they? What can they do? Where do they fit in the structure on campus? What can you reasonably expect them to accomplish? Decide which type of organization best fits your institution's needs. A student alumni association is an organization of student volunteers designed to benefit an institution primarily through service to the school. A foundation's focus is on activities aimed at raising funds for the institution. However, both organizations often have service and fund-raising programs.

Next, "beg" enough money to visit a big successful program like the one at Indiana and then visit one at a school, college, or university about the same size as yours. Discuss the student alumni program with administrators, the program staff, and student leaders. Make a list of questions in advance and ask them all.

Most program leaders will be happy to share materials and mistakes with you. None of us feels you should make the same mistakes that we did. And, of course, you'd better be ready to hear us brag about our successes.

You should gather enough background to consider: 1) short-range goals; 2) long-range goals; 3) classification of students; 4) proposed budget; and 5) where the program will fit into the institution's organizational structure: alumni relations or development.

Another consideration is converting an existing organization into a student alumni association or foundation. This has been successful at several institutions.

SELLING THE IDEA

After you've done your homework, it's time to sell the idea to the administration of your institution.

As Larry Weiss at Bowling Green has shown us in the preceding article, there are numerous ways your student alumni group can serve your institution. Emphasize this service when you present the idea to the administration. Weiss has pointed out elsewhere that administrators find it difficult to oppose a student group that will make their job easier and that will work hard to improve the institution.

In attempting to convince the administration, you should consider this question: Could the director of a successful student alumni organization help you sell the idea to your president and other officials? This may be the time to hire some outside help. Most directors charge $150 to $200 a day plus expenses, and you can look at this as an investment. If you decide the association or foundation idea is workable, you can gain from the experience of the consultant. If you decide not to proceed, at least you have been able to consider the concepts, evaluate them, and make the decision quickly and at minimal cost.

If your president still has some doubts, have him or her call my president at Baylor, Bill Armstrong at Indiana, or Bob Longshore at the Baptist General Convention in Dallas. They know student alumni organizations work, and they can intelligently discuss them.

GETTING STARTED

If the answer is finally "yes," it's time to get everything in order.

The president needs to give you final clearance on your programs and objectives, space, student classification, and budget. You can make a major blunder when you're considering staff time. My student foundation work is done in the afternoon, at night, and on Saturday and Sunday. The president should not expect a person already working 50 hours a week to start this program, but he or she might. Your consultant should tell your president that sufficient staff is a necessity.

If you expect to have a special week of activities in the spring, get it nailed down. This week should be yours, and no one on campus should be able to plan any activity without your clearance and approval. The president will give you a week now, but later on when

other groups are competing for his or her time, it may be a more difficult decision to make.

Take your final budget to the chief financial officer. This is the time to get any budget problems settled. Then go to the director of student activities to clear up any problems with your programs and to clarify your position within the university structure. Discuss your spring week and the problems that may arise.

FINDING MEMBERS

Recruiting student members is another responsibility. You don't need a large number of students for a small program, and you don't want to have a complete program designed with no students. I'll discuss recruiting members in the following article.

Let your student members know that the organization will be self-perpetuating. The average leader on any campus feels as I do that a self-perpetuating organization provides a measure of control, a responsibility, and an obligation for the future of the group.

Select and appoint your president; give him or her good exposure to your ideas; and then select the rest of your leadership.

Present your objectives and goals to the leaders, and let them help you develop programs to meet everyone's objectives.

After your leadership establishes goals and priorities, let them help you select the first foundation or association members. Add some programming, some more members, more programming, and more members -- and someday you'll have a flourishing alumni association or foundation.

GETTING THE RIGHT STUDENTS: HOW, WHEN, AND WHERE

William Harlan
Assistant to the Vice President for Development and
Director, Student Foundation
Baylor University

Before you begin to recruit members for your student alumni association or foundation, you should consider you school's available pool of students, the number of years in your academic program, and the competition for top students among various campus organizations.

At a medium-sized or large four-year university, I recommend that new student alumni programs begin with those who will be juniors and seniors the next fall. They've had a chance to experience dorm life, to get their feet on the ground academically, and perhaps to get most of their involvement with Greek activities behind them. Most important, they've had the chance to establish a track record that you can review. Many organizations use freshmen and sophomores, but there are some disadvantages. The younger students have not had the experience that upperclassmen have had, and this could create problems for your organization.

Look for a student who has broad interests. A university is a place where you're supposed to establish academic records and earn a degree. However, a 4.0 student who does nothing but study is often not a good prospect.

Consider how you will determine leadership positions in your association or foundation. Leadership positions might go to the seniors after they have served as members in their junior year. Or you may want to have both juniors and seniors in your leadership positions. If your members are juniors and seniors, your steering committee will probably need to be made up of seniors. They are the most single-minded and committed, and have already proven their abilities. However, this means you'll have 100 percent turnover in leadership every year.

You should establish the ratio of men to women in your bylaws. Experience shows that the number of women applying for membership is about two to one. Without a commitment to appoint male members, you may end up with a "sorority by another name."

Club quotas regarding Greek and independent students are dangerous. Remember that, for the benefit of the university, independents should be recognized and their talents should be used.

Some student alumni program administrators take on the job of selecting new members and leadership. I feel I can select the leadership after working with students for a year, but there is no way that I alone could make a proper initial selection of members out of our student body. Using student members to select new members will work well if you make your student recruiters feel responsible for the organization's future. If they select and appoint new members on the basis of dorm or club associations instead of on the basis of who can get the job done, then they are responsible for later failures. The university should retain veto power over student selection, but should use it judiciously. A student should be accepted because of what he or she has achieved and can accomplish for your organization, and not because "grandpa is a big giver" or "dad is a faculty member."

When you are beginning a program, visit as many campus officials, faculty members, and so on that you can and ask them: "Who is the most outstanding student on this campus?" After a few days you'll begin to come up with the same names over and over. This will provide you with your first group of student leaders to appoint as members. Student leaders are already busy and involved, but they are good prospects because they bring prestige to your new organization.

Look for students who can be accepted by everyone, who are recognized leaders, who have no big "anti" problems, and who can represent you well to all your publics. They must be campus leaders. They must be able to see the entire picture, particularly if your institution has a religious affiliation. They must be committed to the future development of the university.

In recruiting members, you must emphasize the time it will take to be a good member. Most good members will find it necessary to give up one or two other activities.

Some major factors in recruiting include:

1. Prestige of the association or foundation. If you can become the most desired organization on campus -- through your membership list; through your opportunities to travel and meet successful high school students and adults; and through the positive response of the faculty, staff, and student body -- you have it made.

2. Record of administrative backing. My president listened to 20 minutes of a two-hour presentation on student alumni organizations

and said, "I want one of these on our campus." He did not mean that he wanted it to be an organization on the edge of campus activities. He wanted it the same way he wanted the English or Math Departments. The president and other administrators must make a complete commitment, must never waiver in that commitment, and must be represented at every major occasion to show support for your organization.

3. Type of students available. Your student members must be motivated, enthusiastic, and excited about the future of the university. They must be satisfied with receiving only a feeling of accomplishment as their reward.

My dictionary defines "involvement" as the act of drawing in; embroiled; to engross completely; to make complex; complicate." Involvement can be a problem. We want students to put our activities just behind academics and just before all other campus involvements. I've had many students who fit this definition perfectly. However, you could have problems with "overinvolvement." There is a fine line between the "involved person" and the "overinvolved person." And, of course, the capacities of all people are different.

Another word we use is "commitment." How do you measure a person's pledge to an organization? It's an empirical exercise that we continue to work on.

If you are going to use the application and interview procedure to select your students, take steps to ensure its productivity. The key to success might be using a professor in educational psychology or management. For most of us, this area is out of our realm of experience, and we most likely will need help. These are important procedures. A flippant attitude about the application and interview process will result in your accepting students who think the association or foundation is merely a social organization.

There are several ways to reinforce a successful recruiting effort. These include:

1. Large number of applicants. The more you have to pick from, the better your chances of getting good members.

2. Being the "in" activity on campus. How can you beat being "number one" among campus organizations?

3. Mandatory attendance policy. The first time someone who is a big name on campus is quietly dropped from membership because of non-attendance, the word spreads and everyone knows your organization is serious about its purpose and commitment.

4. Orientation/retreat. Your year can be made or broken at this point. Member orientation must be clear and to the point. You need a roadmap for the year and a lucid explanation of where every person fits into the plans.

5. Induction banquet. Everyone who is anyone must be invited to this event, and it should be formal. University officials, donors, and all organization members should be there. Use individual introductions. It's the occasion that puts the "final sell" on new members and assures them they are riding in a Cadillac.

BUILDING YOUR BUDGET FROM SCRATCH

Larry Bone
Development Officer
Ouachita Baptist University

You can start a student alumni association or foundation even if you don't have financial support. Of course it's best when starting any new program to have funds on hand. But occasionally a program will come along that merits looking for funds outside the normal budget process. The student alumni association or foundation could fall into this category.

When administrators consider such a program, they often see the long-range benefits of the organization, but seldom see the short-term values. Therefore, funding may be difficult to get.

One approach you might consider is zero-based budgeting. Although this seems a little frightening at first, this approach can be effective.

The first step is to get a commitment from the administration. That commitment includes a promise that funds will be available at the end of the fiscal year, if they are needed. This gives the administrator the opportunity to shift funds at the fiscal year's end rather than having to forecast the money's source at the beginning of the fiscal year.

The approach also necessitates fund-raising activities to cover expenses. (Other chapters in this handbook include several ideas for fund-raising activities.)

A zero-based budgeting operation can also work if you have a commitment from different offices to help support your organization. The Offices of Admissions Counseling, Development, Alumni, and other support groups that you assist should be willing to reimburse your account for such expenses as travel, workshops, banquets, refreshments, and so on.

With zero-based budgeting students have the opportunity to establish a program of their own and create a feeling of "the sky is the limit." The value to the institution, the individual, and the organization can be overwhelming.

The institution can gain strong public relations support with an often-overlooked group -- our students.

Involving students in a professional organization will lend credibility to your institution among your students. A student alumni organization doesn't cost much, but produces great results. The students gain

valuable insight into the institution and can understand the various functions that make the university tick. A student alumni organization also builds an image that the school is interested in serving its customers to the fullest.

The value to the individual is also important to consider. Students are able to gain valuable experience in budget planning. This provides insight into how much it takes to operate an organization and emphasizes to the individual the need for commitment to the overall objectives of the organization. If students have to raise money for their own programs, they suddenly develop a strong concern over how the money is spent. Having budgetary responsibilities also stimulates creative planning from the students. This is not a "hand out" organization, but one that requires creative ideas and hard work.

The value to the organization depends upon the students' attitude toward that group. The zero-based budgeting approach can change the students' image of the work involved. Students take a strong interest in planning programs that will work. It also emphasizes the need for every student to carry his or her own load. Students can exert the best pressure on other students to accomplish assigned tasks.

To see how this type of program can work, consider the budget history of the Ouachita Student Foundation, which chose to follow the zero-based budgeting approach. Our budget for the first year ended up at $13,300, and the cost to the institution was $3,000. The second year the budget was $32,650, with a $2,000 cost to the institution. The third year the budget was $46,150; the cost to the institution was zero. The fourth year's budget was $53,350, and the cost to the institution was zero. The fifth year the budget was a little over $80,000, with a $4,000 cost to the institution. The budget for the sixth year has recently been projected at close to $100,000. The total expenditure over the five-year period has been approximately $235,000. The cost to the institution has been approximately $9,000.

In all, the cost to our institution has been minimal. And the valuable benefits to the students and the school cannot be counted in dollars and cents alone.

YOU DON'T NEED BIG MONEY FOR BIG SUCCESS

Nancy Dysart
Assistant Director, Alumni Activities
University of Maine at Orono

Before you decide to establish a student alumni organization budget, you must establish the group's goals. If your student organization is sponsored by the Development Office (in which case the group will probably be known as a student foundation), the orientation of the group will more likely be fund raising. In this instance, fund-raising efforts should cover the cost of your programs. If, however, the group is sponsored by your Alumni Office, it will probably be known as a student alumni association and will assume a service orientation. It is in this latter role that we must look for funds to support the program. (However, neither function is exclusive of the other. Both involve fund raising and service programming.)

Before you allocate dollars, establish program priorities. Evaluate your programming. Ask yourself, "What are the known benefits?" "How many individuals will participate in the program or derive benefits from it?" "What is the dollar return?" Answers to these questions should help separate essential and nonessential programs.

Once you establish your programming, you must investigate existing funding sources. Begin with your own operations budget. You may be surprised to find money available within your current budget -- money that can be reallocated or money that is already being used for a particular program effort. For example, money allocated for student recruitment might be spent on a student ambassador program. Money designated for undergraduate programs might be used by the student alumni association to provide coffee mugs for freshmen and laminated wallet-size diplomas for seniors. The important factor in reallocating funds lies in evaluating the number of students deriving benefits from those programs. Invest your dollars wisely.

Don't overlook possible funding sources elsewhere on campus. The Admissions Office is frequently willing to share costs if your students are providing essential recruiting services to the college or university. The Office of Student Affairs may be willing to help underwrite the cost of special programs benefiting undergraduates in exchange for the student association's help in implementing programs. If your college president has a discretionary fund, you may be able to tap that resource for special projects funding.

Investigate new funding sources. Your student government organization might be petitioned to recognize your student alumni association as an

organization under that group. As a result, your association may qualify for new funding from the student government budget. A word of caution: Be sure you understand what, if any, constraints will be placed on your student association by joining another group such as student government. The disadvantages may outweigh the advantages.

Other funding sources are special fund-raising projects. These will usually be one-time, large-scale projects that allow you to raise substantial sums of money in a relatively short period of time. You may decide to sponsor a student concert, hold a plant sale, and so on.

Consider low-cost or no-cost programming. Organizing campus tours, visiting hometown high schools during school vacations, hosting alumni at campus events (homecoming, reunion, and so on) are all ways in which the student alumni association can provide valuable services to its school at low cost.

The opportunities available to you are limited only by your own creativity. An effective student alumni organization can start, as ours did, with no visible source of funding. With careful cultivation, both the programs and the funding available will produce a fruitful harvest for students and alumni.

BLOW YOUR OWN HORN: HOW TO PROMOTE YOUR ORGANIZATION

Larry Bone
Development Officer
Ouachita Baptist University

One important way to make sure your student alumni association or foundation is understood, recognized, and appreciated on campus is to inform everyone with a potential interest in participating about membership and application procedures. In our situation, only juniors and seniors can be members of the student organization. Therefore, the chief executive officer of our institution sends a letter to juniors and seniors during the summer to inform them of the time, date, and place of our orientation meeting about membership. Don't take for granted that some people probably aren't interested in membership when, in fact, yours may be the very group they would love to support.

You can use the student newspaper for articles, advertisements, and promotions of your organization. It's wise to have a member of your organization on the student newspaper staff. This ensures good coverage for your organization.

Identification logos, symbols, and uniforms lend credibility and professionalism to your organization. Having a symbol allows others to quickly associate an event with your organization. If your group has established a good reputation for sponsoring successful events, using the symbol on new activities will automatically promote interest in them. T-Shirts can be good tools for publicizing your organization and may be a means of raising additional funds.

Bumper stickers or window stickers will encourage interest in your organization or activity.

Ads in football programs, beauty pageant programs, and so on show that your organization supports other student projects and is interested in other students. This encourages other organizations to participate in your events. Your organization should participate in homecoming activities. Support the parade, if you have one; add enthusiasm to the football game by using banners, helium-filled balloons, or other signs of support; assist the Alumni Office with alumni activities; and so on.

Although billboards are expensive, they can be very effective in communicating your message to the general public. Try to get billboards donated by businesses that may rent them all year. There are certain times of the year when the billboards are relatively ineffective and not needed for the businesses' work. In such cases, the businesses will usually allow you to use their billboard for only the cost of the paper. Also, consider the value of purchasing billboards in the community where your institution is located.

If your institution has a good news bureau network, it may be looking for subjects for hometown releases. You might consider an article on the purpose of your organization and some other features. News releases on new members, celebrities, and scholarship recipients are useful.

Another way to blow your own horn is through special programs. These may include campus sings, style shows, musicals, concerts, dramas, celebrity tennis matches, roasts, formal dances, or other activities sponsored by your organization.

If it's possible, a program for the entire student body is an excellent means of communicating your objectives and programs. This helps to enlist people to participate in your special activities, to reach potential scholarship applicants, and to promote other programs of your student organization.

Emphasize the objective of "students helping students." Be sure that everyone on and off your campus understands your chief purpose is to help other students through the use of students. This is a point that really turns on the adult constituency.

A professionally produced brochure is very important when dealing with the general public. It provides additional insights into your program.

Your organization should also consider a "special emphasis week" with activities such as a bike race, trike race, celebrity tennis match, concert, and other events.

One of the most important ways to convey your message is through the use of TV and radio. Public service time, interviews, involving TV personalities in special events, and other possibilities can improve your organization's overall success. This is especially true on a small campus that seldom receives "big" attention from the media.

Allow other major organizations on campus to assist in various functions and events. Participation may include having clubs and organizations help with concessions or serve on teams, or take part in sing-outs, style shows, and other programs. If you raise money, other clubs and organizations will often be willing to donate from their budget to assist your program.

Be professional. There is no excuse for your organization to lack professionalism in its approach to programs and activities. This does not mean you take away the personal touch, but it does mean that you organize and manage your programs properly. If you don't, your organization will not be respected, and that will ultimately lead to failure.

ACTIVITIES SPEAK LOUDER THAN WORDS

Nancy Dysart
Assistant Director for Alumni Activities
University of Maine at Orono

"By your deeds you shall be known" is an appropriate guideline for student alumni organizations. The biggest factor in continuing the success of your group may be public recognition. Once the academic community knows about the organization's work, your students will receive official acknowledgement of the value of their services, and they'll respond accordingly. Therefore, visibility is important. And it's up to your group to "show and tell" its worth.

GETTING RECOGNITION

Good projects are the primary source of that visibility. Some successful projects that have added to our group's public profile are:

--Freshman letter. In mid summer we send special letters to incoming freshmen from the president of the general alumni association and from the president of the student alumni association. They welcome new students to campus and wish them well in their college experience. The student alumni association letter also describes some of the group's activities and invites freshmen to visit the alumni center to meet its members.

--"Good stuff" packets. In late August our members distribute more than 6,500 "good stuff" packets to each dormitory room resident. They contain a package of soup and numerous toilet articles, such as a razor, shampoo, and deodorant. They are provided free of charge by the 13-30 Corporation, 505 Market St., Knoxville, TN 37902, (615) 637-7621. We receive these packets because we place an order each year for the company's Graduate magazine (more about that later). Inside each box is a card from our group welcoming students to campus, wishing them well, and telling them that the enclosed items are distributed courtesy of the student alumni association.

--Organizational fair. In late September, as part of parents' weekend, student organizations on campus hold a massive fair on the mall. Each group sets up booths for playing games, selling merchandise, or providing information about group activities. The student alumni association uses this opportunity to promote its newest project, to display photos of members in action, and to describe our programs and services.

--Final exams "survival kits." In October we write to parents of all dormitory residents explaining the "survival kit" program. We describe the kit's contents (apples, oranges, raisins, soup mix, hot chocolate, peanut butter crackers, chips, candy, and gum) and we ask parents to participate in the program by sending a $5 contribution and a special message to be included in the kit. In 1979 we distributed about 2,200 kits and made a $2,700 profit by purchasing the food wholesale from a local supermarket chain.

News of the event spread quickly, and local radio and television stations provided tremendous news coverage. Since the fruit could not be stored in advance, we made up and distributed the kits the weekend before final exams. The assembly line production and delivery system provided ample opportunity for television and newspaper coverage.

The response from parents and recipients was gratifying. Once again, the student alumni association was able to show that our university is not too large to care about its students.

--Summer newsletter. In May our officers prepare a summer newsletter describing the past year's activities, programs, and services of the group. We send the year-end report to all our members, alumni council members, university officials and department heads, and the presidents of all major student groups on campus -- to everyone who should become aware of our work.

--"Welcome home" packets. Before commencement our group sends all graduating seniors a "welcome home" packet containing copies of Graduate magazine, the Maine Alumnus, and Welcome Home, an Alumni Office booklet describing the services available to graduates through the Alumni Office.

The Graduate magazine is published by the 13-30 Corporation, which also provides the "good stuff" packets. By subscribing to Graduate magazine, we are eligible for the "good stuff" packets and two other publications: Nutshell, a magazine for undergraduates, and America, a travel magazine for college students, both of which are free. We distribute these to dorm students during the year and make copies available at the Memorial Union to off-campus students. The publications carry an overprint stating that the magazines are provided "compliments of the student alumni association, University of Maine at Orono."

The "welcome home" packets also include the graduate's tassel, provided as a gift from the alumni association. To make certain all seniors receive the packets, we make arrangements to have them given out at the Text Book Annex when students pick up their caps and gowns. These packets remind our seniors that although they will soon be gone, they will not be forgotten, and that the Alumni Office is ready to welcome them home whenever they return to campus.

Articles in the next chapter of this handbook describe other programs that can provide service and boost your organization's image as well.

SPECIAL EFFECTS

Another way to promote your organization is through the use of the media. Whenever a project is newsworthy, you should send information to campus and local newspapers and to radio and TV stations. Contact your campus journalism or public information offices for suggestions on the "how to" of news releases. These departments are usually more than willing to share their publicity kits or press guidelines.

Don't overlook the importance of a logo and letterhead. Every piece of correspondence then enhances the public relations image of your group. Be careful in designing such material. Think of the future, and be conscious of any design that dates your group in any way. Frequent changes in design can detract from your image. Graphic designers in your art or journalism departments are invaluable sources of good advice.

Distinctive jewelry and/or wearing apparel can also help your members to stand out in a crowd. Most jewelry firms (Balfour, Josten's, and others) have designers available to assist you with lapel pins, rings, and so on. Blazers, sweaters, or hats can also identify the group at special campus functions. Iowa State tour guides ("Cyclone guides") are quickly identified on campus by their navy blue and white outfits. Not only do these special effects provide easy visual identification, but they also help create the image of a group that is well-organized, self-confident, and capable.

RAISING AWARENESS

You should also work hard to develop alumni awareness, which can be achieved primarily through student involvement in alumni programs. Student alumni association members can host alumni at homecoming and reunion events, visit alumni clubs as guest speakers, and serve as tour guides for president's club days (a special event to honor major contributors to the annual fund). Don't forget to send your annual newsletter to alumni council or board members and any other alumni you feel should know about your group. Finally, don't ignore the value of having your top officer serve as a voting member of your alumni or development council. The potential for meaningful dialogue increases when alumni and students meet on a decision-making level.

The next step in making sure your group is recognized is developing faculty/administration awareness. Again, student involvement in campus projects, especially those that help meet the needs of various

departments, will enhance your image. At most schools the Admissions Office is usually looking for effective recruiters. At UMO, our students serve as campus tour guides for prospective students and their families, as "student ambassadors" visiting local high schools to discuss campus life, and as hosts with local alumni clubs of "off-to-Maine" receptions for incoming freshmen. Our members also host the University's Board of Trustees during its annual meeting on campus. Whenever you are asked to suggest a student representative to serve on a faculty or administrative committee, look to your membership for suitable candidates.

A HOME OF THEIR OWN

Finally, if you believe in your group, and if your members exceed your initial expectations, make every effort to secure a space in your building that can be designated as a student alumni association office. Nothing enhances a group's awareness of itself more than space set aside in recognition of the important work it does. The space may be only a small closet area, or even room in another person's office. A desk, a bulletin board, and a filing cabinet will serve as a good beginning.

Students will be quick to recognize and appreciate your endorsement of their efforts. Self-awareness is, after all, the first step to public awareness.

KEEPING AN ESTABLISHED PROGRAM FRESH

Nancy Dysart
Assistant Director, Alumni Activities
University of Maine at Orono

One of the easiest ways to lose participants in a student alumni association or foundation is to let the program become stale. Keeping your organization fresh is actually not that difficult to accomplish.

First, you should begin each year with a thorough evaluation of all existing programs. Identify the current needs of your college or university, your alumni association, and your students. Most of all, listen to your students. Do the programs answer their needs? Are they interested? If your student members have no interest in a program or can see no valid reason for it, you may very well be on the wrong track.

Learn from experience. Drop the duds and polish the gems. If a program doesn't work, eliminate it. If a program works, beware of complacency. Continue to evaluate and improve on that program. Student populations are constantly changing, and with this change come different attitudes and approaches to programming.

Change is one constant factor in student programming. As an adviser, you must help the group match new students to projects. Seek out special interest areas. A student solely interested in recruitment does not want to be chairperson of your fund-raising efforts. Not all students will want to participate in all programs. Effective use of each individual will create an environment for effective programming.

Be alert to individual talents. A journalism major may be your key to effective media publicity. An art major may wish to design posters for special events. A parks and recreation major may wish to plan a special reunion weekend activity for children of alumni.

Use the right student(s) for the right job(s). Each student brings unique talents and interests to your group. Make the most of these abilities to enhance the effectiveness of your program.

Above all, remember that enthusiasm is contagious! Bring other campus groups into the fold. Share common interests and use the best of each. UMO's student alumni association frequently tackles programs larger than it can adequately handle, and in these instances we're quick to call on the campus service fraternities and sororities for additional help. These groups, which are usually

seeking such opportunities, are eager to respond to the need.

At the same time, UMO's student alumni association is willing to let another group adopt a program if that group can carry it out as well as or better than our organization. In those instances our association often assumes only the role of project adviser, leaving our members free to pursue new program opportunities.

Nowhere is enthusiasm more contagious than at a national SAA/SF conference, and you should make every effort to send at least two students to these yearly conferences. The program ideas they will share with their peers from across the nation will do more to rejuvenate a stale program than all the brainstorming you can do in a year!

When your students attend a national conference, encourage them to share the experience with other schools and colleges in your area. At UMO, last year's association organized a regional SAA/SF conference for New England. The response was tremendous, and as a result, Boston College will host the Second Annual New England SAA/SF conference in the spring of 1980. Regional conferences allow schools with low budgets to share in the exchange of ideas that is so beneficial to all participants.

II. Creative Programs and Projects

MEANINGFUL PROGRAMS MEAN SUCCESS

Ron Dangler
Alumni Director
Central Michigan University

Good programs are the backbone of any strong student organization. The adviser can help by keeping an eye out for programs that are working well on other campuses.

Not every program will work at your institution, so rather than copying ideas, you need to adapt successful programs to your institution's needs, your budget, your organizational structure, and the student talent available.

Here are some successful Central Michigan University programs that have been adopted by other campuses:

Summerfest. To encourage interaction between alumni and students, we help the alumni association provide children's activities during the annual alumni weekend on campus. Our budget is about $50 for miscellaneous expenses.

Alumni Teach-in. This is another effort to bring students and alumni together. On the Friday of homecoming weekend, alumni share information on their careers with students in the same fields. We ask department heads to recommend alumni speakers.

Spring Women's Day. We sponsor a day of discussions during which women alumni speak on the roles of women in our society. The speakers may be faculty members, local citizens, or alumni from out-of-town. We select a reunion class from which to select speakers. Student foundation members help plan the agenda and arrange the luncheon by working with the alumni relations office.

Tour guides. Students conduct campus tours for prospective CMU students and their families to give them insight into campus life and facilities. The foundation provides on-the-hour tour guides from 10 a.m. to 3 p.m. Monday through Friday.

United Way. To help promote community-university relations, we conduct a week-long campaign in the fall to raise money primarily from campus residents for community projects sponsored by the United Way. Activities may include door-to-door soliciting, benefit dances, concerts, dormitory competition, and involvement by other student organizations such as fraternities and sororities, Christian fellowships, and athletic clubs. Financial assistance for newspaper ads, posters, bulletins, buttons, and so on, may be provided by the local United Way.

Senior citizens. To improve relations with this special public, we help provide services to local senior citizens. We contact community care centers for the elderly and local senior citizen clubs and work with them to plan activities. These include a fall color tour, movies, concerts, Christmas parties, and free transportation to other student foundation functions. We allot $100 for the year. The cost of using vans for the 1978 color tour was $50.

Sunshine Saturday. A constituency is never too young to start developing positive feelings toward our institution. To promote these feelings, we provide an afternoon of entertainment for local fourth graders. The activities may include planned games, a hot dog roast, movies, square dancing, meeting varsity athletes, and tours of campus radio and television studios. As these youngsters grow they'll have a mental picture of what a campus (ours) looks like. Our budget is $225 for food.

Campus Information Center. We provide information for students, faculty, administrators, and visitors inquiring in person or by phone and furnish printed information from the university's academic departments and organizations. We staff the center 22 hours a week, 10 a.m. to 3 p.m. Monday through Thursday, and 10 a.m. to noon on Friday. Each student works a one-hour shift. We publish a brochure explaining this service and a phone number sticker and distribute these to each room in campus residence halls.

Learning exchange. We provide students with the names, addresses, and phone numbers of experts willing to speak on their specialties to organizations, classes, and small groups. We also provide students with information on other persons having similar interests and hobbies so they can share their experiences. We publish a brochure explaining the program and an application form to be included in the file of names and interests. Each residence hall room receives these materials. Persons wishing to use these services inquire at the Campus Information Center, which runs the program.

Fresh Air Festival. To bring community residents and students together on campus for a celebration of spring, we invite artists to display their works. A publicity committee designs posters and develops an advertising campaign to promote the festival, an entertainment committee schedules live entertainment, and a concessions committee makes arrangements for food, drink, balloons, and shirts to be sold at the festival. The festival runs from 10 a.m. to 6 p.m. with continuous entertainment and refreshments.

Community college and high school visitation. To help give prospective CMU students information about student life, our foundation members accompany admissions counselors to community colleges and

high schools to give short talks on CMU. Travel is limited because of the amount of time admissions counselors spend away from campus.

Gold Carpets. Another program aimed at prospective students, this activity honors selected students for their high scholastic achievement. We invite juniors or seniors who are members of the National Honor Society to campus for a tour and meetings with academic representatives. We have a banquet during which we award certificates to the students.

First Chance. We invite high school juniors and seniors to campus for a Saturday of tours and meetings with representatives of academic departments and campus organizations.

As you can see, these programs involve several important target audiences and provide services to these groups. In this way, our activities help support institutional public relations goals, and promote our student foundation as well.

A GUIDE TO CREATIVE PROGRAMMING

Joyce D. Henckler
Associate Dean of Student Affairs
University of Maine at Orono

The success of your student alumni association or foundation often will depend on how effectively you plan and promote special events. The University of Maine at Orono has a "Guide to Creative Campus Programming" that you may find useful in planning activities at your institution.

I. THE EVENT

Some campus organizations traditionally are in charge of planning a series of activities for a specific day or weekend (for example, homecoming and other special weekends). In this case the planning group usually has an established format of activities to follow, and the diversity of activities included is controlled only by the limits placed on creativity.

To encourage the creative programming of an event, try some of the following ideas. (The process has been divided into a series of steps -- all or only a few may apply to your activity.)

A. Gather together everyone who has some responsibility for the upcoming activity. Discuss in general what your program objectives are. Ask the following questions:

1. What specific type of program are we planning? (It is amazing to hear the different opinions that people on a planning committee have about the same program!)

2. To whom are we directing the program? Whom do we want to attract to this activity and how can we gear the program to appeal to a specific audience? Some of the program areas are:

   a. Participant - observer programs -- in which the participant is primarily an observer, such as lectures, films, concerts, plays, sports activities.

   b. Active participant programs -- primarily recreational activities, including outing club expeditions, some volunteer activities, pool parties, bridge tournaments.

c. Service programs -- intended to provide some needed service such as legal aid counseling, child care, sex information.

II. PROGRAM PLANNING AND PROMOTION

When you decide on an objective and target audiences, you are ready to conduct a "brainstorming session" for specific ideas.

A. Rules for a brainstorming session. These are only suggestions that may help encourage a free flow of ideas:

1. Quantity -- The objective of the session should be to list as may ideas as possible.

2. Quality -- Try to list all ideas no matter how "bizarre." Save the criticism for later!

3. Synthesis -- Determine how several smaller ideas can be combined into a larger "package."

4. Forbidden territory -- When you're trying to be creative, eliminate these "self-killer phrases" from your vocabulary:

This may not be applicable, but ...

I don't know if we can find the money, but ...

This may not work, but ...

It may take a long time, but ...

I don't know what you want, but ...

This may not be the right time, but ...

You'll probably laugh, but ...

It may not be important, but ...

This idea seems useless, but ...

Also, try not to use "killer phrases" that stifle others. Some favorites are:

Do it the safe way ...

We've gotten along without it so far ...

Good idea, but ...

Things will get out of hand ...

I've had years of experience and ...

No!

How old are you?

Go ahead, but I don't want any part of it ...

It's too complicated ...

We've never done it that way ...

It won't work ...

We tried that before and ...

Yes, but ...

After some discussion, you should know what type of activity you'll be planning and the format you may be following. Then determine each person's area of responsibility. Students, faculty, professional programmers, activity advisers, and community representatives could work alone or with each other to handle various facets of an event. The most important part is making sure each person knows the assigned area of responsibility.

B. Study the available resources. The campus and surrounding communities abound in resources that are yours for the asking. You can find help at some of the following agencies:

1. On campus

a. Consult your Student Activities Office. Ours offers typing and duplicating services to campus organizations. It also assists in the mechanics of activity programming.

b. The student union activities board or similar organization may be able to include your event on its monthly calendar and on its telephone information service.

c. Consult your public information and central services departments for printing and publicity assistance (for example, the Weekly Calendar).

d. Check with your instructional media center and the graphics department for other assistance.

e. Faculty resources from such departments as speech, music, and art should also be considered.

f. If you have a Crafts Center, find out what resources you may be able to use.

g. Contact your Athletic and Physical Education Departments regarding the use of facilities.

h. Ask the Director's Office of the Memorial Union about table or room space in that building, about the use of the ticket sales areas, and about including a notice of your activity in its publications.

i. If you need space in the gymnasium or other campus buildings, consult the Space and Scheduling Office.

j. Check with campus newspapers and other publications about publicity and promotion.

k. Consult the Food Service regarding special meals, possibly as a promotion for your events.

2. Off-campus resources include:

a. local news media: radio, TV, newspapers

b. chamber of commerce;

c. commercial printers and artists;

d. resource people at other schools in the area;

e. local government agencies; and

f. local merchants.

C. Promotion and publicity. Energy is the most important element in executing a successful publicity campaign. Consider these techniques in promoting your event. This list is limited, but your creative ideas are limitless!

1. Create a logo or trademark. Include it on all of your publicity so the symbol will be associated with a particular event.

2. Develop a mailing list of people with special interests. You might even consider a list of faculty and staff spouses to whom you can extend special invitations.

3. Have the vending machine companies include specially printed beverage cups in their machines.

4. If you're sponsoring a concert, ask the backing agencies for a press kit. These usually contain a good amount of free publicity material.

5. Have a campus or local radio station give radio previews of the coming event. Use either recordings or taped interviews.

6. Use teasers -- publicity devices employed early in the "campaign" that supply only enough information to provoke curiosity.

7. Sell or give away buttons that advertise the events.

8. Have bumper stickers printed with a slogan or program name.

9. Silk screen T-shirts. Your Craft Center may be able to help. If you're on a low budget try using felt-tipped pens.

10. Print bookmarks to advertise a special service. Check with the bookstore manager and director of the library to see if the bookmarks can be left at checkout counters.

11. Make up advertising table tents and place them on the tables in food service areas and lounges.

12. Ask department heads (and instructors) if small ads for special events can be written on sections of blackboards.

13. Use the campus papers for advertising and articles relating to your event.

14. Ask the local public television station to include your event in its news or community calendar programs.

15. String up banners in the union or on the mall.

16. Print up balloons for big events.

17. Have an auto parade to promote the activity.

18. Paint (with watercolors only) signs on your car and then either park the car in a conspicuous place or drive it around where there are a lot of people.

19. Create satellite ticket booths in high traffic areas (dining halls and the library are good places). The objective is to make it easier for people to get tickets for an activity.

20. Have people in costume pass out information or furnish mealtime entertainment.

21. Announce upcoming events over the PA systems in the union and cafeterias.

22. Set up a special display in the union or other areas.

23. Take advantage of the free public service announcements made by local radio and TV stations.

24. Make posters and place them in high traffic areas.

25. Rehang posters that have been removed.

26. Give out free tickets by having them stapled to packets of potato chips, candy bars, and so on. Have them distributed in vending machines across campus.

27. Play the recordings of the upcoming artist in the food service areas during mealtimes.

28. At another major event such as a football or basketball game, have a lucky ticket draw for your event. The winner could be announced during halftime.

29. Have people walk around campus wearing sandwich boards advertising the event.

30. Rent a sky writer to promote a big event.

31. Give out a free ticket with a purchase of three (or any number of tickets) to the first 100 customers.

32. Give out free tickets to upcoming events with the purchase of a recording of that artist.

33. Post a sign near all "lines" that form -- registration line, food line, theatre lines, and so on.

34. Stuff fortune cookies with publicity messages. Serve them in cafeterias -- maybe the food service will help you with this one.

35. Print a Ladies Room Journal or a Men's Room Magazine to be placed on the inside of restroom doors. (This is one place where you will have a captive audience.)

36. Post publicity in fraternity and sorority houses.

37. Cosponsor events with other campus groups. This will increase the available resources and "personpower."

38. Have blotters printed with semester or special events listed on them.

39. Ask the food service to feature a special kind of food item to publicize your event.

40. Print pocket calendars of upcoming events.

41. Include the activity on the student union telephone calendar or other calendars.

42. Place inserts in campus papers and sports programs.

43. Have matchbook covers printed up and put in vending machines or given out at the news counter.

44. Perform skits in the cafeterias or on the mall.

45. Body paint (non-toxic only) a symbol for an event on "willing" volunteers.

46. Slip notices under doors or car windshield wipers.

47. Have your event announced during halftime at another event or activity.

48. Create publicity using a series format. Have one announcement lead to another.

49. Make a display in an A-frame form with lifesize posters.

50. Get local businesses to subsidize an activity.

51. Develop a regular news column in the campus paper.

52. Use odd-shaped posters — triangles, ovals, and so on.

53. Paint publicity on windows or doors.

54. Contact faculty to make announcements during classes.

55. Rent an animal as a publicity stunt.

56. Place posters in local stores or shops.

57. Get the local bus company to allow you to put advertising on the bus.

58. Put advertising in the bus stop areas.

59. Put advertising in commuter lounges and other areas where commuter students gather.

60. Print up paper plates with advertising and ask the food service to use them.

61. Put signs on cash registers in the bookstore and food service areas.

62. Contact the daily city or community newspaper. Cultural events may be included free in a calendar of activities.

63. If your student union has a slide machine in the lobby, use it to promote your event.

64. Contact your activities board and have your event added to the monthly calendar.

65. Contact the Information Center or similar office to have the event included in any other calendars.

66. Contact the union director's office to have your events included in its publications.

67. Ask library officials if you can replace their scrap paper with paper with publicity messages printed on them.

68. Offer bargain prices for tickets for a limited time only.

69. Send publicity material to other campuses. Better yet, have someone you know there put up the material.

70. Include information on activities that would interest graduates in the alumni publication.

71. See if you can stuff mailboxes in the dorms.

72. Ask to use a display case in the student union.

73. Create mobiles and hang them in heavily traveled areas.

74. Have everyone who is working on a special project wear a special publicity item, such as a T-shirt with a message printed on it.

75. Bribe (with a free ticket) someone to sit in the front row of a lecture class with a message (highly visible) on his or her back.

76. Have an artist or author conduct an autograph-signing session in conjunction with a sale of his or her record or book.

77. Temporarily attach footprints or arrows on walkways or buildings leading to ticket sales areas.

78. Don't forget to place publicity in local stores and supermarkets.

79. Rubber stamp or silk screen messages on paperbags used in the bookstore and other places on campus.

80. Most people look at stairs as they climb them. Place your publicity on the risers between steps.

D. Planning ahead. Carrying out your ideas to the fullest will require time. This is not meant to detract from the activities that just seem to "happen," but is directed toward the large events that you know will be happening at certain times during the year. Creating a working calendar for logistical purposes will facilitate "getting things together." Check with your space and scheduling office and student government to see what other activities are being planned for times that are close to yours. Some might not be a hindrance, but others could cause a financial loss.

If possible, the major campus programming agencies should meet late in the spring or early fall to discuss tentative plans for the upcoming year. Some real sharing might take place, with better programs as a result. And isn't that the real objective of activity programming?

FUND-RAISING ACTIVITIES FOR YOUR STUDENTS

Larry Bone
Development Officer
Ouachita Baptist College

In deciding whether to have fund-raising activities, it's essential to determine why you want to raise funds. What is your purpose or motivation?

If I had to give a good reason for raising money, it would be that people have to give. Some people want to give, but most of them have to give for tax purposes, and your institution or organization might as well assist.

A prime motive for raising money is to help your institution's development efforts. Your organization must find the weak areas of institutional development and strengthen those areas with student help. There are several things your institution would like to do but feels it cannot hire the staff needed to do them. Students are a great resource for filling some of these needs.

WHO WILL BENEFIT?

What is the objective of raising money? What do you intend to do with the money you raise? Before you can go to a prospective donor, you must know what program your organization is seeking to help financially. Here are some examples of programs your fund-raising efforts can help support:

1) Scholarships. Most institutions need additional scholarships in certain areas. If you see such a need on your campus, your organization can help by raising funds in that area. Money may be needed for new scholarships; unfunded scholarships that the university is giving; scholarships to a specific class, such as a freshman class to assist recruitment, or upper classes that may not receive the same scholarship attention that the freshmen receive.

2) Assistantships. I work for a relatively small undergraduate institution, and primary emphasis is on the bachelor's degree. One of the innovations we're considering is the possible funding of undergraduate assistantships. Since our student alumni program is primarily designed for juniors and seniors on campus, this assistantship program fits in well with our objectives. This also pleases the faculty because a graduate program may be very small or may not even exist in certain areas. With undergraduate assistantships faculty members

have new help with research, course development, and so on.

3) Exchange program. If your institution does not have an exchange program and could support one, this project could interest your university. Many parts of the world enjoy exchange programs. They offer your campus the opportunity to diversify its interests and broaden its horizons.

4) Departmental assistance. This help could be in the form of new equipment, program assistance, or other departmental needs. For instance, often a small campus is unable to provide funds for departments to purchase large pieces of equipment. Your organization may be able to help your institution dramatically by raising these funds.

THE VALUE OF RAISING FUNDS

Raising funds can be valuable to your institution's efforts. You'll help students and future alumni be more informed about campus programs and needs. Also, if your organization becomes heavily involved in fund raising, it will become a prestigious body on your campus and will challenge other organizations to do a better job in their areas.

Fund raising also provides immediate and long-range benefits to members of the organization involved. Students learn valuable lessons in job preparation, leadership opportunity, the art of giving, professionalism, organization and planning, time management, communication with business leaders, and so on.

The long-range value to the individual includes expanding his or her job possibilities after graduation. Fund-raising experience also helps students become better civic leaders; they may in the future muster valuable community support for the institution.

The donor receives benefits, too. He or she has the opportunity to help the institution meet its needs. This can be very satisfying to most donors because they are interested in education.

Another factor that helps donors decide to help your organization financially is the opportunity to see top-quality future leaders. Most individuals able to give money also want to know that they are investing in future leaders who will help this country progress.

DO'S AND DON'T'S

Here are some do's and don't's for fund raising:

1) Do:

   a. Stress the program, not the needs.

   b. Expect positive results.

c. Remove personal feelings from the transaction.

d. Carefully prepare for each visit.

e. Have a second choice gift to ask for. Ask for the larger gift first, then go after the other.

f. Talk about priorities and ask the donor to put these into his or her priorities.

2) Don't:

a. Apologize for taking the donor's time.

b. Rush through your presentation.

c. Expect money from distant skies.

d. Get discouraged.

e. Feel you are begging.

f. Leave without thanks for the chance to visit.

WHERE YOU BELONG

The needs and objectives of your student alumni organization will determine which campus office serves as your sponsor. Deciding on the sponsor depends primarily on which program areas the institution wants to emphasize. Does the institution want to use the group in fund raising, student recruitment, public relations, and publicity? Or, does the institution want to use the group in preparation for homecoming, job placement, alumni get-togethers, alumni and campus tours, and to disseminate information about the alumni association to fellow students? Matching your organization with the proper sponsor is especially important when fund raising is a major part of the program, since coordination is essential to avoid overlapping and conflicting efforts.

Sponsorship could very well depend on the office with the most enthusiasm and willingness to work with such an organization. Take care in determining the institutional needs represented. For example, most large state-supported institutions are finding the student alumni association concept more to their liking, while most small private and some large private institutions are finding the student foundation approach more acceptable. Again, all of this directly relates to the nature of the institution. It may be that the alumni association on the large state-supported campus is more aggressive than the development office.

Our organization at Ouachita Baptist University is sponsored by the Development Office. The Offices of Alumni and Placement, Public Relations, Admissions Counseling, and the News Bureau are under the development umbrella at Ouachita. The student foundation has a natural home in this domain. The director of the student foundation is directly responsible to the director of development. In some cases, the student foundation director may have other responsibilities. The director of the student foundation, in the beginning stages, may be the director of admissions counseling, a development officer, or an alumni representative.

FINDING PROSPECTS

One of the best sources for locating fund-raising prospects is through the vice president for development or other development officers. In fact, you should discuss all fund-raising projects with the vice president for development and/or development officers to make sure you're not duplicating efforts.

The Alumni Office can also help you find prospects. The Alumni Office will often know the occupations of alumni and provide good resources for surveying potential donors.

One of the best ways to locate prospects is through the membership of your student alumni organization. These students often will know the names of people who can contribute to such an organization. Look to the student body for prospects. Often students on your campus will recommend people. It would be good to research the occupations of the parents of your present students.

Don't forget to ask the faculty, staff, and administration for names of prospects they may know.

Constantly review your past donors and evaluate their giving. Perhaps they are giving less than they should be giving and, if asked properly, would give more. Possibly they could give other things besides money.

CARE AND FEEDING OF DONORS

Here are some ways your student alumni organization can cultivate donors:

1) Correspondence. Keep them informed of your activities. Often letters to donors will encourage them to support you financially or to ask others to do so.

2) Luncheons and dinners. It's often possible to tell your story at a luncheon in a town where many prospective donors live. This reduces the number of prospects to those who are qualified.

Those who will attend a luncheon at least have an interest in your program, and if they're still interested after hearing your presentation, they will likely give. Banquets on campus for donors are important, especially if you have a scholarship program. The banquets enable the donor to meet the scholarship recipients.

3) Newsletter. Publishing a monthly newsletter during the school year will keep the donor informed and keep his or her interest alive.

4) Personal visits. Don't take for granted the need to talk with donors personally. It may be possible for you to raise funds by telephone or by letter, but a personal visit will always produce more money. Donors want to see and hear students.

5) Telephone calls. It's important to stay in contact with donors. Call your donors occasionally for advice and other assistance.

6) Plaques, certificates, and so on. A token of appreciation is always appropriate. Try to find something unique, as opposed to a piece of paper or plaque to hang on the wall.

7) Testimonials for newsletters, brochures, special events programs, luncheons, and so on. Give your donors the opportunity to say a good word about your program. This will often solidify their support for your organization and encourage other people to support your program. For example, a banker in your local community provides a scholarship to your organization. Ask that person to give a testimonial of why he or she supports the organization for your newsletter or other programs or events.

BIG NAMES, BIG EVENTS

Celebrities can lend credence to your program. However, I don't feel spending a lot of money provides that much help. It's possible that you have donors or friends who know celebrities, or you may have graduates that have reached celebrity status. Don't be afraid to ask these people to assist through some celebrity event, roast, or superstar competition.

There are many ways to involve celebrities. Some possibilities include having them attend tennis matches, golf games, lectures, banquets, and so on. You could ask a celebrity to act as MC at an event or to present a lecture for certain departments.

You may also want to consider having sing-outs, concerts, extravaganzas, musicals, dramatic presentations, and style shows. All of these things

could be used as special events for your organization to create a good public relations image, to make yourself visible, and to raise funds.

Miscellaneous other ideas include: group tours; on-campus phonathons for student solicitations; operating franchise food outlets (occasionally a franchise food outlet will allow your members to serve as waiters and waitresses for a day and will give you the profit from that day's work); selling merchandise such as T-shirts or fruit; radio, TV, and other auctions (I've heard of some organizations who in their first year made over $15,000 from auctions); skating or running marathons.

HOW STUDENTS CAN HELP THE RECRUITMENT EFFORT

Amy Button
Assistant Director, Alumni Association
Kansas State University

As enrollments decline, all universities are becoming more concerned with student recruitment.

At Kansas State, we've found that using college students to recruit high school students is very effective. They relate well to high school students, and they are tuned in to their interests. They can answer questions about residence hall or Greek life. They can talk about campus advisers and explain how to drop or add courses. They can give prospective students a lot of tips that administrators or faculty members may not be able to provide, or may be reluctant to mention. Also, these students usually have a good rapport with the young people they grew up with in their community, and they can have a tremendous influence on these students. When students go back home to their communities during semester or summer break, they can help convince area high school students that your institution is a good place to visit and maybe to attend.

WHO CAN HELP

The people you can involve in a recruitment program fall into three groups. First, you can involve your student alumni association or foundation, if you have one (Kansas State does not). You can involve a student government group or an association such as Mortar Board or Chimes, or any of the scholastic honoraries. By involving these groups, you can also identify other key students. Presidents and vice presidents of student government, fraternities or sororities, and other organizations are usually the most active people on campus. The vice presidents are usually just as capable as the presidents, but because they are second in command they may be able to offer more time and make a bigger commitment to a project such as student recruitment.

You can also enlist the help of the sons and daughters of key alumni. Often your alumni board of directors, key donors, or key alumni within the community have students attending your institution.

WHERE TO START

If you're going to use a student alumni board to help with recruitment, one of the first things necessary is to identify your contacts, usually at high schools. Identify key high school teachers or counselors. We in the Kansas State University Alumni Office have always had a close relationship with our Admissions Office. In doing so,

we've been able to identify the good high school teachers who can help us. There may be a math teacher who is receptive to your institution and who may be willing to tell high school students about it.

Also, we try to identify all the high school counselors and teachers in our state who are graduates of our institution. They are invaluable resources, since they're likely to be familiar with KSU's programs and to know where they can get information they may need. Counselors can get information by calling a toll-free number that connects into the KSU Admissions Office. This number was established about a year ago and has been very successful.

After you've identified your key contacts, find the market you want to approach. There are several ways to do this. We like to identify the most populated areas within the state because there will be more high school students there to recruit. We've also tried to identify areas that have a high concentration of students attending our institution. After you establish your recruiting program, you can also go into a community that has a low percentage of students attending your institution.

At KSU we also identify prospective students by using the American College Test. Usually every high school student takes the test some time during the junior or senior year, and our Admissions Office provides us with the list of students taking the exam. When the students take the test, they indicate a first, second, and third preference for colleges they would like to attend. If Kansas State shows up on a student's list, we will receive that student's name. This is a very valuable resource, and these students are prime targets because they already have indicated an interest in our institution.

If you are going to involve college students in recruitment, it's very important to educate them about the different admission procedures, tuition rates, and so on. Make sure they are knowledgeable about your institution; you don't want a student to go out and recruit for you with false information. We encourage the students who work with us to admit when they don't know an answer and to tell the prospects we'll get the information for them. Our student recruiters can also use the toll-free number.

Other often-forgotten but excellent sources are your alumni board of directors, your foundation trustees, and members of other governing bodies. They are already aware of what your institution is doing. When they go back to their home towns, they come in contact with high school students who could be interested in your institution. Arrange to have them send these prospects' names back to you. There is little work involved, and you can then put a current student in touch with those prospects.

Administration involvement is also essential. Make sure you have your president's full cooperation on this because he or she can be a valuable resource. The president at KSU currently has barbecues in his backyard for prospective students we bring to campus. This impresses a senior out in western Kansas who grew up on a farm and never imagined he or she would meet the president of an institution. Involve the president in as many functions as possible. We've found that high school students are pleased when a university president takes the time to meet with them.

WHAT YOU CAN DO

We're involved in several student recruitment activities. One of these is our program of campus visits. We bring students to the campus for a day, have them meet with advisers and students, and try to match them up with students from their local community for a campus tour. We also bring students to campus on football game days. We provide food, give them a brief tour of the campus, and then take them to the football stadium. Most of these activities were originally at the expense of an alumnus or student. However, we now receive funds from the KSU Foundation to support these projects.

KSU has a two-day open house every March. Each college and department in the university has some type of booth on campus. In 1979, approximately 6,000 high school students attended, and the entire campus was at their disposal. They can visit any department, talk to anyone they want to, and take part in a variety of activities. With the help of foundation funds and student alumni volunteers, we were able to bring to campus bus loads of students from the bigger metropolitan areas.

Don't overlook community activities. These can be easily planned in areas where you have a strong alumni chapter. We found that inviting students into the home of an alumnus works quite well. We try to plan these visits during a Christmas or summer break so we can involve current college students from that particular community. This provides a personal touch and takes your campus to the prospective students. Administrators and college deans should be among the invited guests.

You can also involve high school students in your alumni meetings. About two years ago we started inviting to these meetings our student body president and KSU students from the community where the alumni meeting is held. We discovered that this was very popular with the alumni. We have extended this practice to include inviting high school students to our alumni meetings. We've had everything from a picnic to visits with athletic representatives.

Often you can publicize your Admissions Office college nights, usually held in conjunction with other universities. You can have your students contact high school students to tell them about the college nights. They may not be well informed about these events in their community.

Another possibility is taking the campus to the students in the form of a "showcase." You can take representatives from each college or department to a particular place in the community. We set one up in the Ramada Inn in Wichita and attracted about 250 parents and students. Students helped to organize the showcase.

Student orientation or summer enrollment is another potential area of involvement. Students come to campus to pre-enroll and spend a day or two talking to advisers, setting up their classes, and becoming more familiar with campus life. The alumni association has decided to fund a parent coffee/tea in the morning, and college students help to host the event. It's a time for us to meet the pre-enrolled students and their parents. This is also a good way to meet a lot of alumni who have children coming to the campus.

Involving college students in your recruitment efforts is part of a three-step process that produces good alumni volunteers. First, you have contact with them during high school as prospective college students. When they're enrolled they can become involved with student recruitment. And once they graduate, they can continue to be involved as alumni encouraging others to enjoy the educational benefits available at their alma mater.

III. Working with Other Campus Groups

HOW TO INVOLVE FACULTY, ADMINISTRATORS, AND ALUMNI

Larry Bone
Development Officer
Ouachita Baptist University

A student alumni program can achieve better results if it enlists the involvement of faculty, administrators, and alumni. There are many ways to make these groups partners in your efforts to help your institution.

FUNCTIONS FOR FACULTY

1) Special events. Faculty can take part in a special events week by performing skits and making various presentations. For instance, between heats in our trike race we enjoyed entertainment by faculty members. Four faculty members and spouses on a team dressed up in humorous clothes and competed against other costumed teams. You can also involve faculty members in contests, craft fairs, and so on. Faculty members can time or judge events and help with organizing specific activities.

2) Financial support. The faculty can be solicited by the members of the student organization. Faculty members will usually give small amounts of money. You can use advertisements or sponsorships to encourage this support.

3) Orientation luncheons, coffees in faculty homes, faculty workshop program. Don't assume that the faculty is not interested in your program simply because it's an extra-curricular activity. Therefore, orientation is essential to get faculty criticism, support, or general feelings. You can hold small luncheons during the week at your organization's expense to provide information. To cut costs, you could have a brown-bag lunch and encourage faculty attendance. A more formal presentation could be held in the home of a faculty member. You could invite faculty members to that home for coffee and cake and a brief presentation on the student program. This is especially good for new faculty members. If your program has a slide show explaining the organization's work, you could present it at a faculty workshop, which gives you a good forum to involve the largest number of faculty members.

4) Dinner at alumni homes. Perhaps you have a program in which students with a certain major visit the home of a graduate who majored in the same field. If so, you should invite a faculty member from that department to attend the program. Faculty members are usually concerned that their students understand what life is like in the work world of their field. This gives them an opportunity to show

their concern and to meet with alumni working in their area of interest.

5) Special presentation support. Often departments such as Music, Speech, and Drama would like to put on a musical or drama that costs more than their budget allows. Your organization can help by allowing them to make their presentations at your special events. This provides an opportunity for a department to do something it is very interested in. At the same time, it helps your organization's public relations image.

6) Fund-raising trips. If your organization actively solicits funds for programs such as scholarships, some faculty members would be more than happy to go with the students and lend credibility to their efforts.

ACTIVITIES FOR ADMINISTRATORS

1) Orientation luncheons. You can hold a luncheon program for administrators similar to the faculty luncheons. Administrators are usually more informed and interested than faculty members in what your organization is doing. They will also give good ideas for programs, ways you can help the university, or areas that could be improved within your organization.

2) Attendance at meetings. You can invite administrators to your regular meetings to explain aspects of the institution and their particular area of work. If one of your goals is to inform your present students about the institution, various administrators can help by attending your meetings. For instance, you could invite the business manager to explain how funds are received and disbursed within the institution. The financial aid officer could explain the work of student assistance as it relates to the institution and the student body. The development director could explain how funds are raised and used to support the institution. The Admissions Counseling Office could explain its approach to student recruitment.

3) Off-campus luncheons. If your organization is involved in fund-raising activities, you may want to hold luncheons for potential donors in a particular city. You should invite campus administrators to attend these luncheons. This lends credibility to your organization and also increases the support from the administration.

4) Special events. You can involve administrators the same way you involve faculty members.

5) Financial support. You may find that administrators are more willing to support financially your overall program. They may be more aware of your organization's value to the campus and would like to see it continue. When the president of your university is willing to give $500 to support your program of raising scholarship money, it

certainly lends credibility to your effort.

6) Fund-raising trips. Like faculty members, administrators will often be willing to set aside a day to accompany students on fund-raising trips.

7) The president's role. This may be the most important factor leading to an organization's success. If the chief executive officer of your institution shows strong support for what you are doing, the rest of the campus will generally follow his or her leadership. Most chief executive officers appreciate a student group that has a positive approach to meeting campus needs. Therefore, they're often willing to provide support to show the campus the value of your organization. You can involve your president in selecting members, attending meetings and your planning retreats, giving out prizes at special events, attending banquets, selecting scholarship recipients, and so on. Although your chief executive officer's time is limited, you can allow him or her to take part by showing him or her the list of prospective members or scholarship recipients. When he or she has initialed support, you can be certain that the president will stand behind you if questions arise. Don't take the president or chief executive officer of your institution lightly.

ALUMNI INVOLVEMENT

1) Special events. Often alumni are looking for ways they can help the university in student recruitment and other areas. A special events week gives them the opportunity to bring prospective students to your campus so they can get a good view of the student body.

2) Dinner at alumni homes. The dinner program was briefly outlined under the faculty section. Many institutions have found it effective to have students with a certain major visit the homes of alumni working in the same field. This could be a full-course dinner, dessert, or just light refreshments.

3) Financial support. Alumni are usually impressed when students visit with them about supporting a program directed by students. Alumni are contacted in many ways to give financial support, and often the contacts are impersonal. This personal contact will usually revive memories of their years at your institution and strengthen the school's chance to gain further financial support from the alumni.

4) The extern program. Under the extern program, a graduate working in a particular field is "shadowed" by a student majoring in that area to help the student assess his or her interest. The program usually lasts from one day to one week.

5) Regional alumni club meetings. If your institution has area club meetings, student organization members could attend the meetings and present a program explaining the work of the organization. This program should be thorough and highly professional and should include a slide presentation and talks by the president of the university, a member of the student organization, and other institution officials.

6) Alumni association support. To help the student organization, you could ask the alumni association to provide financial support for programs operated by the students.

Involving other institutional constituencies with your student association's work not only increases your chances for success, but builds valuable working relationships between those groups and your student members. The students are not likely to forget those relationships when they graduate.

STUDENT-POWER IN YOUR ALUMNI ACTIVITIES

Amy Button
Assistant Director, Alumni Association
Kansas State University

Even though Kansas State University does not have a student alumni association or foundation, we're able to tie in our alumni activities with student events.

You can do this through a variety of ways at minimal cost.

GIVE HELP TO GET HELP

One way is to serve as an adviser to a student group. I serve as an adviser to Blue Key senior honorary, which plans homecoming activities for the university. I also serve on the union governing board, am an adviser to the senior class officers, and I work very closely with the student government. Through these ties I have available the help of numerous students. A simple phone call to the president of the organization is all that's necessary. If you're going to pursue these relationships, you should select activities that are most visible to the public and where help is definitely needed. One activity you can become involved in is homecoming. During homecoming activities there are several things you can do to get students involved. We have a homecoming alumni dance, and it is open to faculty members. We hire a jazz band, so it appeals to all ages. During homecoming we also have a tent set up outside our football stadium. It creates a circus atmosphere, and we use the jazz band there, too. It makes a lot of noise and succeeds in attracting people. Students can serve as hosts and hostesses for both functions.

You can also involve students in reunions by having them serve as tour guides. Alumni really enjoy the opportunity to talk to young people and find out what it's like on campus today--what the residence hall is like, or their fraternity or sorority is like.

Open house is another activity in which students can become involved. Open house at KSU is a two-day event. We bring high school students in to introduce them to the various curricula and colleges at our institution. Our open house is a chance to involve the students, alumni, and friends of the institution.

Two other activities in which you can involve students and also reap benefits for your alumni association are parents' day and band day. On parents' day there are so many parents visiting campus that you need to take advantage of any assistance available. Many parents

are also alumni.

You can also organize a buffet in the student union or at a local restaurant, and you can plan activities in the football stadium parking lot. These are excellent opportunities to get in touch with parents, and students can help in this area. Band day is also an excellent opportunity to meet prospective high school students through similar activities, with student help.

Scholarship days are also possible activities. You can associate scholarship days with the National Merit Program or various college programs. These provide good ties with students and your alumni association or college foundation.

GET THEM WHILE THEY'RE HERE

Senior class activities are also good opportunities to involve students before they graduate. Our seniors plan four or five parties a year, and we can show our support. We can talk to the seniors about becoming alumni. This can be a major step in educating them about the alumni association, and it's much easier to reach them while they're on campus instead of 1,000 miles away. Through senior dues the senior class is able to give a sizeable gift to the university, such as a clock, courtyard area, or outdoor amphitheater.

We also try to help the senior class provide several seminars on how to write a resume, how to find a job, and so on. When your alumni association is involved with students, it identifies what you're trying to do--help the students.

YOU'VE GOT TO BELONG

Some of the key student groups you can work with are student government; college council; campus honoraries, such as Blue Key, Mortar Board, Chimes, Spurs; and so on. I also think it's very important for you to belong to as many university committees as possible. Often the administration is looking for an alumni representative on certain committees. If you cannot actually have an alumnus serve on a particular committee, you can have the alumni association send a representative. By doing so, you're strengthening your ties with the university and with the students on those committees. Most of our university committees are 50 percent students and 50 percent administration or faculty, so committee involvement is an excellent way to tie into the whole university process.

You can work with other student groups in three ways: (1) as an adviser or coordinator; (2) through financial support of student programs; and (3) through committee involvements.

When your alumni association becomes involved in student activities, you show the students that you're supporting them. In return, when they graduate, the students will already be familiar with the alumni association or foundation. They will know your role and be more willing to become key alumni volunteers. You will have increased their desire to give not only time, but money as well. And after all, an institution needs plenty of both!

WORKING WITH STUDENTS: WHO'S IN CHARGE?

Larry Weiss
Director, Alumni Activities
Bowling Green State University

As an adviser to a student alumni group, you want enthusiastic, energetic students. On the other hand, your responsibility as the alumni or development professional goes far beyond student association or foundation projects.

A professor once told me there are three types of students: one type watches things happen; the second makes things happen; and the third doesn't even know anything is happening. Assuming you have recruited members who make things happen, you must be willing to go the extra mile. At the same time, your members must know that the final authority is you.

The issue is hotly debated among professionals. There is a fine line between "advising" and "supervising." If we want to maintain enthusiasm among our students and also teach them leadership skills, we must strive to be advisers, not supervisors.

Let me raise four questions facing the alumni professional on this topic and give you my personal views. (My answers may not apply in your situation, but they should give you some food for thought.)

1) How far should you go with your students in letting them make decisions?

   As I said, you should be prepared to go the extra mile. If you do anything less, you are robbing them of the opportunity to become good leaders, you may dampen their enthusiasm, and you may be involving yourself to a greater degree than you really have time to do.

2) Do you allow them to fail so that they learn a lesson, or do you stop them before they fail?

   Someone once said that a failure is a prudent lesson learned. We all experience frustrations and failures in our everyday lives, and I don't feel it's inappropriate for student leaders to experience the same feelings. With their enthusiasm, they bounce back quicker than you or I would. I qualify this answer by saying there may be certain projects or circumstances that make you feel you must step in to avoid a major failure. By all means, do that if you deem it necessary.

3) Who has the final word--the adviser or the student?

I am a firm believer (and not everyone agrees with me) that the adviser must have the final word. Long after those students graduate, long after a specific project is forgotten, your professional credibility and integrity will still be on the line. Do go the extra length with them, but when the absolute final word is needed, I suggest that it be yours.

4) What is the best way to teach them financial responsibility?

The key word here is involvement. Let your student members help you develop their annual budget. Don't lay out the final plans in front of them; involve them from the beginning. The more aware they are of all budget realities, the more financially prudent they will be.

There is no consensus on the answers to these questions. I would not be justified in saying one way is right and another is wrong. All answers must be adapted to your own situation.

My theory is "constructive leading," and I let the students go from there. However, I reserve the right to become more involved at any time. In working with students I want and appreciate their enthusiasm and, of course, I don't want to dampen their spirits! As we all know, sometimes interested students can become over-enthusiastic, and emotion guides their decisions more than does rationality. This may be the time when their adviser should step in.

Acknowledging there are no right or wrong answers, I'll give you three thought-provoking situations. Consider all aspects and decide how you would react.

1) You're at a small college with a modest budget. Your students are very excited about a fund-raising project they want to attempt in October. If it is successful, your group will realize a large profit. However, because of the risks involved, if the project fails it will all but wipe out your budget for the rest of the year. What do you do?

2) You have a relatively large institution and your students have worked hard to develop plans for a major event on campus. You, too, are excited about this idea. However, your boss tells you to "cool your heels" on the project because of negative feedback from the administration. How do you handle this?

3) Your boss tells you he or she has come up with a great project for your student group to undertake. You carry this suggestion to your students, who are not at all

excited about it, and they tell you they would rather not tackle that project. What now?

As the group adviser, you play several vital roles in the decision-making process as it relates to your students. I see five different hats you must be able to wear:

1) The hat of a manager. To be successful, your group needs the steady hand of a good manager.

2) The hat of a cheerleader. Students are enthusiastic but sometimes they, too, can get discouraged. They need your spirit and energy to get themselves going again.

3) The hat of a teacher. They are eager and willing to learn such things as leadership techniques, fiscal responsibility, and so on.

4) The hat of a confidante. These students have highs and lows in their college life, and they want and need someone they can talk to and confide in. This hat may earn you more of their respect and prove more self-satisfying to you than any other one.

5) The hat of an alumni professional. An energetic, caring, concerned adviser is what it takes to give the group its overall gusto.

I'll close with a personal philosophy that seems to have served our student alumni association well: "Be there when they need me and not there when they don't." Your students will become self-sufficient and better leaders. Yet, they will still realize where the buck stops. Try to integrate these ideas when possible, and they should lead to a happy and successful relationship between you and your student group.

CAMPUS COOPERATION HELPS YOUR CAUSE

Larry Bone
Development Officer
Ouachita Baptist University

To increase your chances of building a successful student alumni program, and to avoid conflicts that can harm your cause, employ the talents of other student groups. There are several ways you can do this.

1) Student body leadership orientation. This orientation program could include luncheon meetings. Invite the leaders of other campus organizations to the luncheons for discussions on the purpose of your organization, and allow time for feedback from these leaders. Another good way to encourage their understanding and support is to invite them to some of your meetings.

2) Involving other student group advisers in planning. It's quite possible that your organization will be planning an activity that is outside your area of expertise. In such a case, other group advisers or directors on campus could be a valuable resource for consultation on how a particular program should operate. Don't shelter yourself or your program so much that you fear input from others. It's extremely important to enlist other advisory help when it appears that your program may overlap someone else's area of responsibility. In fact, this could be the area of greatest difficulty for your student group when it comes to public relations on your campus. Many advisers or directors resent other people giving the impression that they may not be doing their job as effectively as they should. Having the strong support of your institution's chief executive officer will help to overcome difficulties with other organizations on your campus.

3) Student leadership workshop participation. Most campuses hold a fall student leadership workshop to help student groups coordinate activities for the year. Be sure that your group is invited to the workshop, and be sure to attend. Although these meetings are sometimes long and may have little to do with your work, participation helps the public relations image of your organization. It's important that you meet with workshop participants concerning special events your organization may be planning. If your organization is viewed with respect by these groups, they will be interested in knowing of your plans.

4) Assistance to other student groups. Sometimes another student group will have a good idea that's faltering. Lending support to the organization can be of great public relations value. This is especially true when you are able to pull an organization out of its difficulty and salvage its program.

5) Calendar consideration. If your organization has strong support from the chief executive officer and other administrators, you may feel it's not very important to plan early for calendar consideration. But other student groups are very sensitive about having the administration "bump" one of their programs for something you're planning on the same date. This situation may be more sensitive on the small campus than the large campus, but the problem nevertheless deserves consideration.

6) Preventing conflicts. If possible, discuss overlapping programs with other groups before they occur. If you feel that a program you're planning may interfere with another student group's activity, don't wait: Solve the problem before it occurs. It's quite possible that you can change another group's plans and alleviate difficulty. It's much easier to solve a problem before it occurs and have everyone understand the situation from the beginning than it is to heal the wounds afterwards.

IV. Keeping Up the Good Work

TAKE A NEW LOOK AT YOUR OLD PROGRAM

Ron Dangler
Alumni Director
Central Michigan University

As administrators, we often get caught up in conversations with alumni and friends about the way our campus used to be. Whatever happened to the old campus woods? How did all the old campus buildings suddenly get the names of the professors I used to have for my classes? And whatever happened to that fullback who couldn't keep his grades up? It serves our purposes well to bring alumni back into the current scope of the university.

Student groups don't have the longevity of established alumni chapters or related groups. They are not as concerned with tradition as they are with the here and now. So it seems paradoxical that one of the first steps in making an established program grow is to reflect on where the student organization has been in the past.

AN INWARD LOOK

The only way you'll be able to assess the group's work is by seeing how it has progressed since its beginning. Is it still meeting its original goals? Since many of today's student alumni associations or student foundations are the outgrowth of an existing campus group, or were set up to meet a particular need, it's important to see how well the group is meeting those needs today. Student values and ideas have changed throughout the years, and there is a constant turnover in the student participants in any activity.

You must determine whether the student group is still serving a meaningful purpose on campus. If the group was set up to meet a particular need, has that need changed, or is the group still meeting that need adequately? One of the quickest ways to drive nails into the coffin of a student group is to have an unchanging set of purposes in an ever-changing campus environment.

Also, see if the perceptions of the organization have changed across campus. Is it still highly respected, or do students see it as just another organization on the outskirts of campus? A student alumni organization must be in the mainstream of campus life. If it is not perceived as being there, its sense of purpose will surely diminish.

As an administrator concerned with making an established program grow, you must be honest with yourself and the organization. Do you know where the group stands now? Do you agree with the goals and purposes of the student organization, and are you willing to help the group achieve them?

Once you establish that the group is on solid ground in terms of its purposes, goals, and missions, it's time to look at the current personnel in the group.

Are there enough students involved? Are the right students handling the right jobs? Who is benefitting from the association's or foundation's work? Answering these questions will take time, but these answers are vital to the continued growth of your program. Once you have scrutinized the individuals within the organization, you must ask yourself: Do you really want to get any bigger? Growth in numbers is fine for your alumni dues system or the annual fund, but not necessarily for a student program. Using the talent available and getting the job done to meet your organization's goals and mission are far more important than growth in numbers. As with any organization, there is opportunity for growth from within and for the leadership to emerge from within the group.

NEW BLOOD

Depending on your mission or the popularity of your particular program, it may be necessary to bring new blood into the organization. A few bad apples can spoil the whole bushel in a student organization. The stagnation you may see in your organization might be related directly to its personnel.

The best way to attract new people is to institute new programs. Once you start to develop new programs and make the campus aware of them, you should be able to attract the kind of people who will help you generate even more new programs.

One technique to recruit new members is a senior mailing. Often it takes a college student about three years to clarify what he or she wants to do in a chosen field, and the student will forsake many campus organizations and activities until he or she gets grades and career plans in order. Chances are you will catch a senior or two who is established in grades and is now looking for an organization to get involved with to fill that void under "campus activities" on his or her resume.

Inviting seniors to attend a meeting about some new and existing programs might just attract some very talented people who know the campus and want to serve it well.

A presentation on your organization at university orientation programs can be helpful in enlightening newcomers on the role that your group plays on campus. Many enthusiastic freshmen will want to see what the group is like. If you have a good organization, you are going to get some people involved who will be with you their entire four years

on campus. Their enthusiasm can be boundless, and the adviser should help channel this energy into constructive programs.

Another method to find fresh faces is a "you have been selected" letter to selected campus leaders. You should target this letter to those you've identified as real go-getters on campus. Invite them to spend some time with the student association or foundation. Even if the campus leaders choose not to join your organization, you will have made them more aware of your student group and its program. And you may have massaged their egos enough to make them allies in the future.

IDEAS AND INTEREST

An important aspect of making an establishment grow is to find new needs that should be met. On any given campus with students of diverse interests, there is no reason to create a need. There are many existing needs that already should be filled. The adviser should help identify some of these needs and open channels enabling your organization to become involved.

Don't rely on the old stand-by programs for student associations or foundations. Because it worked in the past is no reason to do it in the future. After all, to a student four years is a lifetime.

Listen to the ideas of the newer students becoming involved with your organization. That wild-eyed freshman may have sound reasoning behind his or her ideas. Listen and learn, and don't be afraid to try something new.

Finally, if you've got a good product, sell it! Make friends with those who run your campus media and enlist their help to promote activities of your organization. Keep them aware of your goals and objectives. You need their help.

Let the students know that there are many university resources at their disposal. In this way you not only will get very important, influential people involved with your organization, but you also may be surprised to learn how excited some of the staid campus administrators become when they know of your active, vocal, concerned group.

You'll sometimes need to remind students that, in working with university officials, we can't bite the hand that feeds us. A few successes often make student leaders want to go out on their own and be "autonomous." Gently remind them of the organization's mission, which is to serve the best interests of the university.

NURTURING AN ESTABLISHED PROGRAM

Nancy Dysart
Assistant Director of Alumni Activities
University of Maine at Orono

An effective student program must be willing to adapt to the demands of our changing times. This willingness to meet new challenges helps a program grow.

Begin by identifying new areas of need. Consult your administration. Suggest that your officers meet with your college president and other department heads to find out what they consider the top priorities of your school. Solicit input from concerned alumni. Above all, ask your students. They're in the best position to recognize current student needs.

Once you establish new needs, determine what programs will best meet these needs. Brainstorming works wonders here. An evening spent in a true brainstorming session is much like panning for gold. You may produce 100 pounds of iron pyrite and only five ounces of gold, but the pure gold is worth the effort.

Next you'll have to determine the type of organization necessary to augment these new program efforts. What other campus departments will be needed to help your student group? If you're starting a new student recruitment program, how much support will you need from the Admissions Office? If you've decided to provide career alternative programs for young alumni, how can your Career Planning and Placement Office be of assistance? If you want to provide special programs for dormitory students, what can the Residential Life Office do to help?

Determine the size of the support group needed to implement the new programs. Can your student group handle the job alone, or will it need some help? If you need additional help, does the program require temporary assistance from a student service group? If the program is of a long-range nature, should the group conduct a drive to expand its permanent membership?

If you require expanded membership, how should you do it? UMO's student alumni association begins each year with a special "welcome" letter to freshmen. This provides an early introduction to the program and services of the student alumni association, and invites new students to become involved as soon as possible. Each group must decide its own approach to membership recruitment. Some schools prefer to use a refined application-interview procedure and limit membership in the association. UMO has chosen a more open, voluntary membership. Any student interested in learning more about

the association is visited by a member to discuss the programs and services of the group. If, after the interview, the student wishes to join, we invite him or her to a membership pizza party. Attendance at four consecutive weekly meetings constitutes working membership in our group. One word of caution: Our guideline remains one of "quality versus quantity." If a member feels a prospective student is not appropriate for membership, that student is dropped during the interview process and not invited to the membership party. However, total numbers are not a restrictive factor at UMO, and any qualified student who wishes to join may do so.

Once you have the members needed to do the work, the group will want to refine its program development. "Liberate" ideas from other schools: adopt and adapt effective programs to meet your requirements. Redesign successful old programs.

As an adviser, your role in helping a program to grow is essential. Success nurtures success: give credit where credit is due. Acknowledge perseverance, diligence, and so on. Students are people, and motivation is the key to their success. It is your responsibility to provide the motivation. One of the best ways to do it is to show your appreciation for the work your members are doing.

Finally, accept change. Embrace it as a challenge. It will keep your ideas fresh and help your programs to grow.

KEEPING STUDENTS INVOLVED AFTER GRADUATION

Ron Dangler
Alumni Director
Central Michigan University

Each year alumni and development professionals spend many dollars and many hours traveling throughout the country to meet with alumni groups. However, many professionals still overlook their campus alumni groups as a source for cultivating a stronger alumni constituency of the future.

"BACK YARD ALUMNI"

We should view our students as "alumni in our own back yard." And we should consider the time we spend with groups such as student alumni associations and foundations as an investment in the future of our alumni program.

It is much easier to deal with our alumni when they are still students. They are closer, they are easier to talk to, and it costs a great deal less to reach them. Student association and foundation members are ideal to work with in cultivating a stronger alumni body because they usually have a genuine interest in their university to begin with. They are students only a short while, but they will be alumni for the rest of their lives. Therefore, what you do with these future alumni during their "formative years" is very important.

The first rule is to communicate openly with your student volunteers. Try to support their ideas. Let them know that you're the adviser. Don't compromise your ideals for a student's whim, but be a good listener.

Above all, be honest with the student volunteers. The time they devote to the organization is just as valuable as the time you spend with them. Don't just attend meetings, placate the students, and go through the motions of being involved.

The pain is worth it in the long run. After looking at the students as alumni in your back yard, we can easily see that we have less travel expenses than we do in most alumni programs, we have better meeting facilities, and we have a better chance for more candid feedback.

When was the last time you had a truly open exchange with an alumnus at one of your alumni gatherings? Students are a refreshing change of pace because of their candid questions and answers to current university problems. They are just as concerned about the best interests of their institution as you are. As they see it, they are spending a great deal

money just to have the opportunity to attend your institution.

To many of the students in the organization you will demonstrate what a university administrator is like. A bad impression might result in a lost alumnus or two down the road. When you consider the caliber of students in most student alumni organizations, that's a pretty high price.

ALUMNI ARE PEOPLE, TOO

Give the students plenty of chances to learn about the alumni association. They're dedicated to serving their university. What better students are there to take on the road to work with alumni, meet with alumni groups, and see alumni as they come back to campus?

Many institutions have found it beneficial to let a student representative sit on their alumni association board of directors as either an observer or a nonvoting member. As the students listen and get involved in the discussion, they can provide refreshing insight into campus trends.

You get many chances to show them that not all alumni are old and gray, wear racoon coats, and just come back for football games. Students talk to students. Once your key leaders see that alumni are really living, breathing individuals becoming successful in their chosen fields, the word spreads.

GROOMING YOUR GRADUATES

As you work with your student alumni groups you are going to define how the students will serve with alumni. You will have to either use these students properly, or lose them.

You can't give a student just a menial office task and expect him or her to achieve the sense of satisfaction that is necessary to become a good alumnus. Students can spot a phony. You either make a sincere commitment to work with them, or you shouldn't get involved with them at all.

Also, keep in mind that you will have to face these people after they graduate. If you don't present a true picture of your alumni organization while they're students, they will soon find out after graduation. As higher caliber students and ideal candidates for future alumni leaders, these people are too valuable to lose.

Students can give you a fresh perspective. They can give you insights into alumni programming that you may miss because of the pressure of everyday office matters. They are one of your best sounding boards for issues on campus and can give you some real insight into what the students and graduates are expecting from your institution.

In discussions with any student group, it's difficult to avoid the "when I was a student" stories. Sometimes students want to hear what it was like when you were a student, but not during the middle of a business meeting, or when they're attempting to focus on a current campus problem.

For many of us it's difficult to remember when we were students, but the last thing we wanted was an administrator telling us exactly how to do everything. Don't be afraid to let the student group make a mistake, and don't say "I told you so."

The student leaders working hard in your organization will most likely be the most willing to work hard as alumni. Get to know them while they're on campus. Keep track of them after they've graduated. If you know where a student is going after graduation, make an extra effort to take the student to that area's local chapter meeting and introduce him or her to some people in that community. Writing letters of recommendation for student leaders is a small price to pay to befriend people who will serve you as alumni for many years.

Once your student members have graduated, be sure to keep some of the group's leaders on your VIP mailing list. Keep them informed of what is happening on campus. You should realize that some of them may not be able to respond immediately to the needs of the university after graduation because they're busy starting their careers. But let them know that you still care about where they are and what they are doing.

NEW FACES IN OLD PLACES

At Central Michigan University we have four former student foundation members on our alumni association board of directors. Our alumni group had become somewhat stagnant, and it was time to attract new blood.

Some of the founders of our student alumni group were graduating at the time board openings occurred. One student foundation member joining the board might have felt lost and been turned off. But we got two former officers to join the board of directors at approximately the same time. Having worked together as students and having a voting block of their own, these new board members became a tremendous force and brought some real inspiration to the board. They have moved our alumni association forward by getting it involved with campus trends and making it more attuned to what's happening today.

Current student foundation members have expressed more desire to become involved with our alumni association. Knowing some of the former students now serving on our alumni board has made them feel more a part of our alumni association.

As programs involving the student group with the alumni association develop, you should make sure the goals of the student group are somewhat aligned with the goals of your alumni organization. In most instances this won't be difficult since the general mission of both groups is to serve the university for the mutual benefit of students and alumni. But you can look for new ways to build programs that use the talents of both organizations. Let them work together and share the satisfaction of success.